

FIRST BUSINESS MEETING.

The meeting considered various questions in connection with arrangements for new posts. It was felt that students who have to make these arrangements themselves, for the first time, may sometimes find that their lack of experience or forethought places them in a rather difficult position—*e.g.*, when they neglect to find out definitely the hours during which they are responsible for the children, the holidays they may expect, the Sunday arrangements, etc. A small but strong minority who had had peculiarly unfortunate experiences, urged that Miss Mason be asked if she would issue a printed form, to be filled in by the "postess," giving references of respectability, and stating definitely, if possible, what she wished her governess to do, the holidays and free time she could give, etc. The large majority voted against this suggestion, and preferred to ask Miss Mason to consider a report of the proceedings, and to leave the matter in her hands.

Most of those present agreed that:

(1) It is advisable to have a written statement of arrangements made at an interview.

(2) A student should have some free time which she may use if necessary, without having to ask it each time as a favour.

(3) Clear, definite arrangements made when a post is undertaken, do not mean that a student will continually insist on her rights.

(4) Postesses, as a rule, prefer their governess to be businesslike and to make clear-headed arrangements.

A small number of students present at the meeting did not care to discuss the question at all.

FRIDAY, APRIL 23RD.

TALK WITH MISS MASON.

On Friday morning Miss Mason talked to us for an hour upon different points concerning our work as governesses.

First, with regard to school work, Miss Mason advised us, in giving picture talks, to lay little stress upon details of the artist's life, as the important part of the lesson is the study of the picture itself, and the appreciation of beauty so aroused in the pupils.

In teaching foreign languages, Miss Mason pointed out the value of narration in the foreign tongue in calling forth and so strengthening the pupil's power of attention and concentration. The narration may not be fluent, but we must risk something, and an ordinary translation lesson leaves little behind.

We are apt to talk overmuch in all our teaching, and so time is wasted. Miss Mason urged us not to mind nor to let the children mind if the term's work is not finished. We should take life serenely: take the calm planetary course, not the fussy, noisy course of the steam-engine, and convince the children that what cannot be done in the time must be left.

The question was asked whether the children should not be allowed to see the examination reports. Miss Mason replied that our pupils should not be deprived of the moral training afforded by their seeing the result of their work.

We were reminded that we should always write to Miss Mason about difficulties connected with our work. We have many advantages over the P.U.S. governesses, who have not been trained. These are apparent even in the Practising School, where no one person is responsible for the upbringing of the children, as they have a different teacher every week. Their work varies much, but they do get through it.

Personal influence must not be used consciously to attain our ends. We all—and like us the children—readily act upon suggestion. If we use such means with them, they learn to depend upon us, and being unable to lean upon themselves later, they will listen to bad suggestions as well as good. In our training at Scale How, we have absolute freedom while in absolute subjection to principle. These two do go together, and afterwards we live by the principles which have guided us here.

On the subject of punishment, Miss Mason read extracts from letters dealing with the importance of the laws of authority and docility. The children have first of all to learn the meaning of *must*. We sometimes fail from a sort of diffidence, because we respect the children so much; but it is *our* duty to recognise our deputed authority for the children's sake, as much as it is theirs to obey us. It is against our principles to use moral suasion and conscious personal influence. The futility of punishment is proved by the Government's repeated imprisonment of the dear suffragettes; such a course but stirs up stronger opposition, and is no more right than that of those who caused the imprisonment of John Bunyan. Corporal punishment is the resort of the feeble, but with a little child a sharp slap is at times the best way of producing the necessary change of thought. P.U.S. children delight in knowledge and goodness. We use no spurs such as prizes, places, forfeits. We try to make our pupils aware of the inevitableness of natural punishment.

With reference to a business matter which had been brought before Miss Mason, she said that House of Education governesses have an extraordinary power of getting their own way. People see that they are doing good work, and are therefore willing to support them. If by chance a lady postess does turn away a H.O.E. governess without a term's notice, there are other ladies ready to have her, and the term would not be enjoyable if she stayed. The people in the next post will probably be sympathetic. We must give our confidence to those we live with, and accommodate ourselves to the circumstances in which we are placed. Imagination helps us to see the point of view of those with whom we have difficulties, be they postesses or other people.

In conclusion, Miss Mason offered her congratulations to the S.E.C. on the success of the Conference. Mrs. Esslemont then rose and in a few words expressed on the part of all the past students their deep gratitude to Miss Mason

for the opportunity she gives them every two years of returning to the fountain-head to receive fresh inspiration, and of enjoying such a happy week as this.

SECOND BUSINESS MEETING.

A note was read from Miss Pennethorne asking that a great effort be made to reduce the cost of the Badge for the children, and that a die from it be secured, by which exercise-books, etc., may be stamped. She also suggested that the present badge, printed on satin and at a cost of sixpence each, might be universally adopted, as there is no hope of the present being taken up at its immediate price (1s. 9d. embroidered in colours on silk).

Silver enamelled badges would, if asked for by a sufficient number, be at least 3s. 6d. each.

Most students had found that the present design and colouring is not very popular, but they saw the necessity for working up their children's enthusiasm and so increase the demand.

All students do not seem to understand that they should let Miss Gray know if their children want badges, as the greater the number requiring them the cheaper—within limits—will they be.

A resolution was passed that the Sub-Editor should always help the Editor as far as possible in correcting the proofs of "L'Umile Pianta."

There was a discussion as to how it was possible to connect the meetings of the various branches with the London meetings, especially with the S.E.C. meetings. It was decided that Miss Gray should (when possible) let the secretaries of such branches as wished, know a fortnight before any S.E.C. meeting takes place.

In order to promote the study of the "Parent's Review" and also to give some subjects for discussion, it was suggested that the articles of the Review for the preceding

month shall form a basis for discussion at the London Students' Meetings when favourable opportunities occur.

It was also approved by the students present that, whenever possible, one member at least of the S.E.C. shall be present at every London Students' Meeting so as to report at the next S.E.C. meeting any opinions, etc., offered.

Enthusiastic thanks were expressed to Miss Parish and the past members of the S.E.C. for the trouble they had taken in drawing up the Conference programme for their work towards uniting more closely the scattered students of the Association.

STUDENTS' EXECUTIVE COMMITTEE.

ORDINARY MEMBERS.

NO OF VOTES.

1893-1897.—*W. Kitching (1893)	..	70
G. Bernau (1894)	...	31
F. Rankin (1895)	...	10
*L. Gray (1896)	...	46
1898-1905.—*E. C. Allen (1898)	...	42
E. Saunders (1900)	...	15
*E. Parish (1902)	...	68
*H. Wix (1903)	...	54
L. Faunce (1899)	...	25
M. Evans (1899)	...	26
1906-1909.—H. Biggar	...	12
D. Evans	...	8
*M. E. Franklin	...	46
P. M. Bennett	...	13
E. Hope Wiseman	...	27
*J. M. Wilkinson	...	40
EDITORSHIP.		
*R. A. Pennethorne	...	41
H. Wix	...	19
H. Macfarlane	...	6

THE CONFERENCE

E. A. Smith	...	9
M. E. Franklin	...	8

SECRETARYSHIP.

*L. Gray	...	79
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N.B.—Asterisks mark the elected members.